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Human Development New College Goal; Trustees OK Planning Recommendations

Phase 1 Planning Concept Wins Board Endorsement

"Development of whole persons and the humanizing of institutions" has been designated the explicit goal of the overall Whitworth College program by action of the trustees at their spring meeting in Spokane.

The historic decision, which came in response to the recommendation of the college's long-range planning committee, sets the stage for establishment of a Human Development Center to serve as the coordinating and controlling focus for the effort.

That new definition of purpose was proposed to fulfill the stewardship obligation of adequately preparing people to cope with the world of the future, according to the Phase I document written by an 18-member planning central committee.

The document, prepared as a result of a three-day planning session at Battelle Research Center in Seattle, said that the goal of development of the whole person is an enlargement upon the historical thrust of the college and is congruent with numerous aspects of the existing academic and student development program.

Noting, however, that the present human development effort is not fully coordinated or seen as part of a basic unified purpose, the committee recommended first consolidating existing efforts and then encouraging a balanced extension of such programs.

Defining the goal of developing the whole person, the document said: "A significant aspect of this goal is to extend each person's understanding of the process of individual growth and dynamics of change. Further, it is important that we assist persons and institutions in the identification and selection of goals appropriate to their own growth. We must also assist persons in the discovery and the overcoming of barriers to wholeness. Attention must be given to both growth and renewal."

Many "Users"

The college's resources and environment would be organized under the Human Development Center to work with any person according to the individual's interest and purpose. Hence, one person might use the Center to fit himself for a career, another for volunteer work or leisure time.

Others such as teenagers, housewives, laborers, executives, or retirees may use the Center as a resource for renewing the spirit, for being a better parent, for learning how to learn, to make a work of art, to interact with people of a different culture, to experience the frustrations and joys of group living, or to study

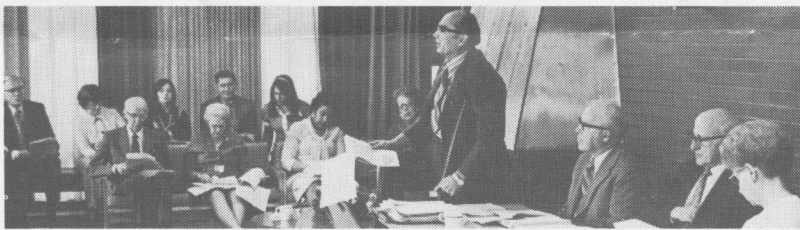
alternative solutions to a global problem.

In unanimously approving of the concept set forward in the Phase I planning document, trustees agreed that even though human development has been implicit at the college for years, the new direction represents a "great divide" that will greatly influence the nature of the institution in future years.

Board Chairman Kenneth G. Myers called the decision "probably the most important this board has made in years."

Tacoma trustee C. Davis Weyerhaeuser, who like Myers participated in the long-range planning, explained that even a casual examination of the "bankruptcy" status of most areas of American culture forces the conclusion that the "typical college experience does not provide adequate training for young people to cope with the problems of the world."

Adding that he viewed the goal of making human development the explicit purpose of Whitworth as a "great step forward," Weyerhaeuser said: "As a Christian college we have realized we must not minister just to the minds of men and women, but to the total person. That is the way we can be of greatest service to mankind and God."



Top: Some of the 18 members of the long-range planning committee, including faculty representative Dr. Clarence J. Simpson, shown above, and Tacoma trustee C. Davis Weyerhaeuser, reported to the board of trustees the implications of the committee's work and their recommendations.

Bottom: These are the men and women who pledged \$30,000 to start-up the Whitworth College Human Development Center. (See page 4 for a complete listing of those pictured here.)

Trustees Pledge \$30,000 Start-up

Editor's Note: Many of the truly significant moments in the life of an individual or an institution are lost in the rush of daily living. The following abbreviated account of a portion of the trustees meeting April 15 is provided to help convey something of the spirit and commitment present at an extraordinary hour in the life of Whitworth.

A few hours earlier, trustees had thrown their weight behind a new direction for Whitworth College. Now they were facing up to the cost of that decision.

The bill, just to start-up the Human Development Center, was estimated at \$30,000.

There was no such expenditure provided for in the balanced budget they were hoping to approve. They could rob funds from some existing program, but every department had already trimmed to the bone. No large foundation grant could be expected to get the idea off the ground.

Back down?

A trustee, speaking with deep emotion of his gratitude for the college, said he wished to support the human development thrust with a gift significantly beyond his previous commitment to Whitworth.

Other trustees at the committee meeting followed suit.

Therein was born the inspiration and basis for the challenge to the entire board of trustees to pledge all of the \$30,000, above and beyond their other commitments to the college and outside of the regular budget.

"The Holy Spirit took the matter out of our hands," said Spokane trustee Martin Polhemus, chairman of the development committee.

Said another: "Many of us are already stretched out financially. But we've got to put it on the line. If this is God's project, He'll finance it through us."

Faculty View

Newly appointed faculty representative to the long-range planning committee, Dr. Glen P. Erickson, rose to speak:

"The faculty saw your decision to make human development the new goal of the college as an affirmation of why we are here, for this makes explicit what we have been doing implicitly. If we had any reservation, it was what that goal might cost the academic program as resources are redirected or reduced.

"I personally feel an enormous release and tremendous enthusiasm as I see the board rise to the challenge of putting \$30,000

Time-Sharing Computer Purchased to Assist Instruction Program

Flip-flopping the usual pattern, Whitworth has agreed to purchase a sophisticated computer to be used primarily for instructional purposes and secondarily for service to administrative and business offices of the college.

Work has already begun to make instruction in computer sciences and Spanish possible in September, and officials hope that computer-assisted instruction in other languages, English, math and science will become a reality on campus in the next few months.

In announcing the decision to purchase a \$120,000 Digital Equipment Corp. PDP-11 computer and related hardware, President Ed Lindaman explained that the computer was vital in helping fulfill Whitworth's commitment to prepare students for the realities of the present and future world.

"Misconceptions about computers and ignorance of their service potential can be a real handicap in our computer-impacted world," Lindaman said. "It's almost impossible to work at any job or live in any community today without in some way being affected by computers. Education for effective life requires computer demystification."

To that end, it is envisioned

that every student at Whitworth might be required to learn how to do simple computer programming and that the teaching staff would learn how to use the system to supplement their instructional roles, to do time-saving tasks and to assist in basic research.

The machine is expected to help free students and instructors for the more creative aspects of their relationship. For example, the computer will perform tutorial drilling exercises while allowing the teacher to engage in dialog with students.

As many as seven users (at two TV-like terminals and five teletype units) may be served simultaneously by the computer by virtue of its time-sharing capability.

Heading the effort to program and utilize the computer are Dr. Ronald Turner, professor of modern languages, and Robert McCroskey, assistant professor of math and computer science.

Including five-year maintenance costs, the system will cost about \$170,000. Much of that expense will be derived by reallocating resources, including existing data processing costs.

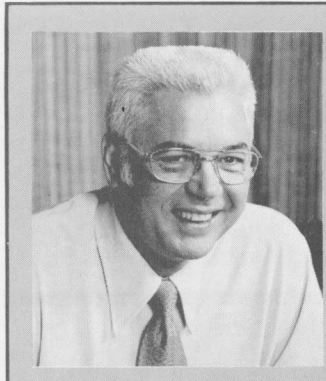
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THE PRESIDENT'S PRINT-OUT

Goldilocks and Three Bears Revisited

A line from the children's story about Goldilocks and the Three Bears comes to mind just now. I'm referring to the bears' discovery that someone had sat in their chairs.

As you may know, the office of the president is spacious, and because it's furnished with a rug and comfortable seats, it presents an inviting atmosphere. In fact it's so inviting that while I am away many people use it for interviews, informal conferences, and the like.

What I'm getting to is this: I've been told that the Whitworth Goldilockses rarely use the chair behind my desk — *my chair*, in their eyes — even when more chairs have to be brought into the room.

Even though that gesture of respect is well meant, it also is unsettling. There are too many barriers between people to erect unnecessary ones.

Ministers openly confide that people in their churches don't see them as persons with very human needs and feelings. They are seen as pastors, "just pastors."

Speaking for myself, I am aware that my contact with a substantial portion of the Whitworth community is incomplete because of my position. Many look to me for a reading on how well they are doing — but are afraid to ask, or disbelieve the signals they do get, because I'm seen through the semantic fog of my title.

It seems like it may be helpful if I take the initiative and offer, perhaps on an annual basis, a listing of the recollections of the emotions I've felt as I participated in the life of the college. I would hope that those who feel the need to better know who I am and where I stand will be relieved to know that I'm very much a flesh and blood member of the community. I suffer with you and soar to the heights with you.

Let me tell you some of the especially meaningful emotions this year:

Pride in the faculty, as students drop by to relate how professors have enriched their lives.

Personal fulfillment, in talking with students going through the lunch line or sitting down to dinner with them.

Excitement in the recital hall as gifted performers display their accomplishments; then a wispy sadness when the moment is over.

Awe, when viewing student art shows, at the fantastic versatility of this generation's artistic expression.

Pride in students and coaches, in reading newspaper stories giving national recognition to Whitworth athletes.

Satisfaction, seeing the Hub (which students themselves remodelled) crowded with students.

Understanding the tears of the Hawaiian students after their luau, when they had given so well and deeply of themselves and their culture.

Thankfulness, as the Spokane business community solidly displayed its confidence in Whitworth by pledging \$75,000 to the community fund.

Impressed greatly by the skills, dedication and equipment seen during a day in the science department.

Curiosity as I guess at the feelings of high school students visiting the campus.

Deep pleasure in having to add three more persons to the chaplain's staff to keep apace of the spiritual awakening on campus.

Popcorny good vibrations on a Saturday night at the movies in Cowles Auditorium.

Conscious awareness of the Holy Spirit at work as trustees spontaneously pledge \$30,000 for the "new directions" generated by long-range planning.

— Edward B. Lindaman

\$30,000 Pledge, Continued

on top of the existing budget. As this is communicated to the faculty, I am sure it will have an enormous effect on their spirit for this symbolizes how much you believe in us."

William R. Yinger, new trustee from Oklahoma City, added another insight:

"I'm not sure you appreciate what's going on at Whitworth. There is a lot of interest in the Southwest and Midwest in finding an institution which exposes young people to the things Whitworth does. If only we can underwrite this new direction! It has all the attach-

ments that make it from God. I think we'll see Whitworth take on a national posture in the years ahead. This is a fine kick-off."

Others spoke, too, of their enthusiasm and commitment.

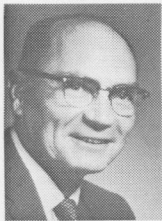
Cards distributed to trustees to privately jot down their pledges to the Human Development Center's first-year program were collected.

A few minutes later when the pledges had been tallied, the total was announced: \$29,520. A hand shot up: "I'll make up the difference — make it \$30,000."

Human Development Interpreted...

-- A Collection of Thoughtful Responses

by Dr. Clarence J. Simpson
Professor of English



I went to the Battelle long-range planning conference with some strong convictions:

— We have reached a stage in our civilization when most of us must make radical changes in our way of life.

— It is better to make these changes willingly, rather than to be compelled to make them for the public good.

— Human relationships are severely threatened, yet it is still possible to extend both the quality and quantity of these relationships.

— The college community should seek answers to the questions of its future. Even more, the college should live the answers. It should be a community with a constructive impact on the environment both here and elsewhere.

I also went to Battelle with a plan. I thought that I might have a chance to explain it, perhaps even to advocate it. But that was not really the case. An even better design to arrive at a consensus had been worked out.

As I participated in the conference, I saw a kind of future college described in the Phase I report emerging. In the alternation of large groups and small groups consensus began to emerge. It did not come from dominant leadership. It was instead an intersection of individual convictions and insights that somehow were drawn out by the interaction of the whole group.

Much Yet To Do

The direction was not exactly as I had conceived it, though in keeping with my convictions. I am not dissatisfied with what happened, nor am I dissatisfied with the Phase I report. But I am unsatisfied. There is much yet to be done. My confidence is in the continuing activity not only of the central planning committee but also of the total campus community in completing what has been begun and in altering some of the tentative proposals.

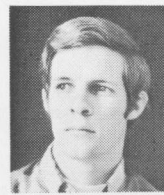
It seems to me there is not yet enough concerted effort to influence the world so that the future may be more favorable to men. We have begun wisely, I think, in embracing the diversity and the understanding that can make possible the participation of many individuals. But we should also move into some kind of agreement that will enable us to work together for a better kind of change in the future than may be indicated in the many projections and predictions.

My other reaction is more individual and personal. Very possibly I represent a minority point of view.

My feeling is that human development often takes place most successfully when we are not conscious either of the objective or of the process. I see the finest kind of human development taking place when people are not concerned about their own development but instead are committed to some worthy end.

(Continued, Page 4)

by Ron Leighton
Student Body President



As I reviewed the planning report, I became excited by all the implications for Whitworth

College wrapped within its pages. The mere fact that the college has felt it necessary to plan for the future suggests enormous possibilities:

1. We are admitting that colleges have not kept pace with the changing demands of society and that every college needs to take a long look at its worth.

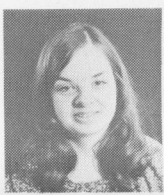
2. The plan represents the commitment of the college to first set goals for itself and then to search for appropriate vehicles through which change can occur. This is beneficial, as opposed to change for the sake of change.

3. The report represents a promise to prepare people to succeed in the future, and to succeed in the future implies having the ability to shape tomorrow's future.

It is my feeling that our society is in danger of being controlled by our technology largely because we have never developed the human skills necessary to deal with our creation. Had we been able to progress as far with human development as we have with technological development, I feel confident that we would be much closer to the world that Christ commissioned us to work toward.

To be part of an institution that has recognized all this and has engaged in a program that deals with these problems is extremely exciting. It is the responsibility of all of us in the Whitworth community to realize this potential and to offer our full participation to ensure the success of the Whitworth College Human Development Center.

by Laurie L. Robinson
Junior, Planning Committee Member



Because I shared in the dreaming process, I am biased toward the dream of a human development center. At the same time I am open to the realities in which it must exist.

To me, the dream — the reality — is not of a place that turns out "fully developed people" but a process of opening of doors for all kinds of exciting and creative learning experiences.

Human development really isn't completely new at Whitworth. Rather, it is a conscious effort to really be openly responsible in our commitment to facilitate multi-dimensional growth using all we know today about how this can best be done.

While there are situations and experiences now part of the college program in line with human development, there are many blocks to it also. And too many students pass by growth experiences. Why? Because of unawareness, lack of skills to deal with this kind of growth, and lack of value placed on it.

(Continued, Page 4)

by Dr. Homer F. Cunningham
Professor of History



A word of caution should be expressed to anyone who might try to make up his mind about

the work of the long-range planning committee entirely on the basis of the written report. The published account does not, indeed can not, convey the mood or emotion of the Battelle experience. That I know well after studying the report and then hearing some of the committee personally relating the events of the three days in Seattle.

With that qualification, I've proceeded to list some comments based on the report:

— Committee members stress that the human development concept is keyed to a reemphasis on the centrality of Jesus Christ. Certainly, as Professor Al Gray's book *Not By Might* shows, Christ has always been central in Whitworth's existence. Reaffirming this now will be a source of assurance to many of Whitworth's publics. But perhaps the best way we can show our love of Christ is to help those for whom He died. Whitworth is endeavoring to do this.

— To recognize that education must keep pace with our changing world is basic to survival. For that reason the assumptions

(Continued, Page 4)

by Bob Fulton
Junior, Journalism Major



The two years I spent at the University of Colorado had a great deal to do with my reaction to the Phase I report. My four semesters in a state school of 20,000-plus students, where my presence was almost entirely unfelt, were especially disappointing. I found that the resources I possessed as a person couldn't be tapped for the general benefit of the campus. I felt no unity whatsoever with the school. Classes became something to miss. A professor became an individual who had to be endured. A person's welfare was unattached to the school, and in some cases I found students' welfare to be of little concern to the teachers.

Whitworth, I was pleasantly surprised to discover, is in direct contrast. The purpose I had when I left high school to attend college was refound. I am comforted and excited to know that Whitworth has a purpose — aside from and in addition to "book learning."

Now the college has a plan for the future. This, to me, is an additional bonus.

But I have many questions. I am optimistic, yes, but I hold some doubts. Many points need to be clarified.

And a proper perspective must be maintained. As the Apostle Paul wrote to the Church at Rome: "Don't cherish exaggerated ideas of yourself or your importance, but try to have a sane estimate of your capabilities by the light of the faith that God has given to you all."

I am pleased that the college will attempt to coordinate its

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Planning Report: Faculty-Student Reaction Studied

Campus reaction to the report of the Long-Range Planning Committee has been generally optimistic, an informal study of the students and faculty revealed. When asked to comment on the report, almost everyone openly stated their support of the basic ideas as they understood them.

However, it is difficult to present a concise picture of campus-wide sentiment on the subject because a majority of faculty and nearly all students asked about the report *had not read* the expanded Phase I Planning Report. Many had read the summary statement in early March which outlined the conclusions of the long-range planning committee, but as one professor said in late April: "At this time of year, many people just don't have the time to read a complex statement like the planning report."

One thread of thought which surfaced in nearly every interview was the feeling that the planning group did not include a sufficiently broad representation of faculty and students. (i.e., minorities, Science Division).

Involvement Low

The early attempts to attain involvement — public hearings on campus — did not seem to succeed in generating a feeling of either direct or indirect involvement among those not on the committee itself. To some, this was expected and even desirable. As two faculty members saw it, there was no need to keep up with the details of the planning.

On the other hand, many read the general uninvolvement as a liability. Dr. Howard M. Stien, biology professor and department chairman, said, "I am sort of suspicious. When you use the number of faculty they selected, you sort of feel like you're on the outside looking over their shoulders. Total faculty involvement is needed."

Students were, on the whole, interested in the planning effort, but few had taken an active interest. In contrast, many of the faculty were at least involved in the public discussion of the report and fairly enthusiastic about what they had learned.

This was especially true after the trustees pledged the start-up costs above and beyond the regular budget.

Until that time, concern about the future of academics at Whitworth was voiced by many faculty members. "Can we support both a human development program and a good academic program at the same time?" they asked.

The absence of specific programs and cost estimates in the first stages of the planning made some feel that criticism was premature even though what they heard was sometimes upsetting.

"I will just have to maintain a friendly critic attitude," one professor said. "I'm going to just wait and see how it works out."

Dr. Edwin A. Olson, professor of earth science, said he sees problems with the nebulous nature of the report. He noted that Whitworth still does not have an adequate definition of the "whole person."

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Church and College Open Pipe Organ Fund Drive

A \$50,000 fund-raising campaign to purchase a sanctuary pipe organ was announced this month by Whitworth College and Whitworth Community Presbyterian Church after the church Session formally approved the organ project.

Dr. Homer Cunningham, chairman of the college-church organ fund committee, said the new instrument would replace a defective electric organ in the church and would be installed in the rear of the sanctuary following new choir loft construction.

The new organ would be available for use by Whitworth organ students for practice and concerts. The college presently can provide little more than half the practice time needed for 15 organ students on the auditorium organ and two small practice organs (one is inoperable and the other is defective).

Cunningham also noted that the college fills an important church need in training organists. In the Spokane area alone, eight present or recently graduated students are regular church organists.

The availability of a top-quality organ also would expand cultural opportunities for the Whitworth community.

Advantages of pipe organs include longevity (several centuries compared to an electronic organ lifespan of 15 to 20 years), purer and richer tonal resources, and negligible depreciation.

Designated gifts to the organ fund may be made to Whitworth Presbyterian Church, W. 212 Hawthorne, Spokane 99218, or Whitworth College.

Ambitious Budget Adopted

Whitworth trustees adopted a \$4,098,048 balanced budget in April for 1972-73. The projection of income and expenditures was keyed to an anticipated enrollment of 1,400 students, Trustee Werner Rosenquist, treasurer, said. The current budget is \$3,538,447.

Provided for in the budget are a 4.8 per cent cost of living salary increase for faculty members, first year payment on the purchase of a computer, and financing for six 20-unit dorms.

The dorm project, estimated to cost \$530,000, is contingent on

government agency approval of interest guarantees and maximum term private mortgage financing. Construction is expected to begin immediately, with the dorms hopefully ready for occupancy in September.

The multi-purpose modular two-story units will be built behind Stewart Hall on the northeast part of campus.

The dorms were designed to serve a variety of uses: accommodating guests, married students, handicapped students, and students who desire smaller, more intimate living units.

Deferred Giving Benefits Attract Property Owners

The initial response to the new program of estate planning which the Whitworth development office announced nine months ago has been extremely positive, according to Development Director R. Don Weber.

"Offering life income agreements in exchange for property really makes sense — it benefits the property owner and at the same time builds the Whitworth endowment," he said.

To date, four commitments totaling \$60,000 have been made, and another seven amounting to over \$400,000 are in various stages of negotiation.

While numerous options are available, the most popular of the exchange agreements thus far is the Charitable Remainder Annuity Trust.

"This popularity is understandable when you consider the benefits," Perry Watkins, Estate Planning Director, explained. The six biggest benefits are:

1. A specific annual income is guaranteed for the life of the donor and named survivor(s).
2. The annual income agreement — of at least 5% of the principal gift amount — is negotiated and agreed to by the donor and Whitworth before the trust is executed.
3. Substantial Federal Income Tax credit is given in the year of the gift with 3 to 5 year carryover for amounts exceeding the allowable deduction for that year, based on age.

4. The trust can be written so the annual income is tax free or taxed at favorable capital gain rates.

5. No capital gains tax is paid on the transfer of appreciated property (securities, buildings or land).

6. Executor fees or other probate costs do not apply.

Because such agreements are funded with real estate, Watkins is currently working with people who are interested in exchanging homes, timberland, lake property, apartment houses and commercial properties.

The attraction to the program revolves mainly around the desire to completely avoid tremendously costly capital gains taxes which are incurred by selling such property. This tax is now up to 32½% on the excess after regular income tax. For people in middle income tax brackets, this is a serious depreciation of asset value.

To Watkins, however, the most pleasing dimension of the life income/deferred gift program is its mutuality:

"Whitworth is able to help its friends during their lifetime while simultaneously they are creating a permanent memorial endowment fund for the future of Christian higher education."

For further information, write Director of Estate Planning, Whitworth College, Spokane 99218, or call (509) 489-3550, Ext. 250.

January Term: Students Report

Learning isn't just an on-campus experience.

Because of January Term, Whitworth students now learn in settings as varied as a Portland commune, the Holy Land, Hawaii, the Eastern seaboard, Southern California missions, the Straits of Georgia, and Spokane Crisis Clinic.

The independent learning experiences, which often occur through highly innovative and intensely personal projects, are reported to faculty advisor-consultant-teacher in term papers and personal conferences.

The reports of two Whitworth students who participated in a Pacific Lutheran University sponsored tour of Europe during January are excerpted below to indicate the rich and unique potential of January Term.

Jill Parke, a 22-year-old senior, and Scott Nelson, a 19-year-old sophomore — both organ majors from Spokane — spent 28 days in England, the Netherlands, France, Germany, and Denmark seeing and hearing 54 historic organs dating to 1611. They played 30 of the instruments.

They discovered instruments markedly superior to American organs: "We heard what a real organ should sound like. That sound is very rarely heard in America today. The letdown was having to come home knowing there would be but a few really fine organs to play."

by Jill Parke

January 4th was the beginning of an experience every organist should dream of — seeing and playing European organs!

All of our organ traditions have come from Europe and nearly all of the finest composers for organ were European. To hear the sounds that Bach, Caesar Franck, Couperin and others heard when they were composing brings you one step closer to being able to play their music authentically.

To be in the churches they knew so well, to be freezing cold while practicing, to see bats in the upper part of the church, to climb those winding staircases (with almost no light) to reach the organ chambers, to gaze upon the beautiful stonework and the oil paintings and gorgeous gold leaf — makes you realize that all these men were just as human as we are and were subjected to many of the same frustrations and sources of inspiration that today's musicians face.

While in Cambridge we were the guests of Mrs. Mary Potts, a delightful woman in a small house filled with prize possessions, including a Broadwood harpsichord made in 1775 — one of the finest ever made.

I have never heard such a sweet and soothing sound as that instrument produced. It made me feel warm and good inside. After playing a few numbers herself, she made sure that each one of us played at least one piece. What a delightful beginning to a whole month of fantastic experiences.

The organ in Amsterdam's Audekerke church was unbelievably beautiful — white enamel with silver pipes and gold leaf pipe shades. Its sound was equally beautiful. The flutes sounded like the tone a good flutist always dreams of producing. The reverberations in the building were about 3½ seconds. (The desirable 3 to 5 second quality is rare in America but common in Europe.)

The experience of being exposed to all the European organs was thrilling. I certainly grew as a person and gained 100 per cent as a musician!



An outstanding student at North Central High and at Whitworth, Jill has won an American Guild of Organists Students Competition. She plans to teach elementary school music.

by Scott Nelson

How do you express the feeling as you play one of the world's most beautiful and ornate organs?

The adrenalin starts to flow on the way up a rickety spiral staircase in a 600-year-old building the size of the Spokane Coliseum in Haarlem, Netherlands.

As you reach the case of the organ, you're dwarfed by the immensity of the carvings and pipes, some as long as 32-feet.

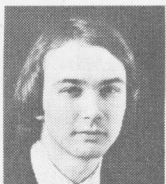
You sit at the console wondering what one piece would be best to play so that you can long remember the sound in your mind. Even with the temperature below freezing, your hands are warm.

You draw the stops and begin to play. Immediately you know why the organ is famous: The warmth of the engulfing sound is all around. The 8 second reverberation. It makes all those years of anticipation worthwhile. Chills go up your spine and down your arms to meet your fingers. The excitement just can't be conveyed . . .

The organist at St. Clotilde in Paris where Caesar Franck once was organist now is Jean Langlois, a blind composer. He invited us to the organ gallery to watch him play during mass, then asked if we'd like to come back at 3 to hear a recital. Our own private recital. The sound was warm and electrifying. The music of Franck is great to begin with, but when played on the instrument he composed with by someone who knows his style so well — by a blind man — it was unbelievable.

Craftsmanship is why a good organ of Bach's day is still good today. Certain woods that won't warp or split through years of playing were used. Metals were pounded and polished, then cut and soldered into shape. Keys were made of ivory or tortoise shell. Bellows were made of the best leather available. . . .

It's the acoustical environment, the instrument itself, the music played, and the inspiration from all of these, plus that from the Creator, that makes the organ the King of Instruments. No other instrument is capable of so much.



Scott has worked as an organ builder and tuner's apprentice and assistant. He hopes to teach organ at the college level and be a church organist and choirmaster.

Trackmen Win Title

Teamwork, consistently outstanding performances by several highly talented young men and the coaching of Bruce Grambo and Larry Pilcher produced a conference track championship for Whitworth despite lack of depth.

The key performers were:

Bob Alexander, junior from Yakima: Showed steady improvement all year. Season bests were 21-9 in long jump, 9.8 in 100 yard dash, 22.0 in 220, and 50.1 in 440. Led team at conference meet with 16½ points, with a first in 220, third places in 100 and long jump, and was a member of the victorious 440 relay team.

Bob Isitt, junior from Spokane: Consistent performer. Had best 3-mile time among NAIA runners, and will place in (possibly win) national meet at that distance. Season bests were 1:55.3 in 880, 4:11.2 in mile, 8:57.7 in 2-mile and 13:48.6 in 3-mile. Scored 16 points, with firsts in conference mile and 3-mile (tie with Tom Hale) and a third place in the 880.

Tom Hale, freshman from Moraga, Calif.: Continued to improve over impressive high school record. Had the best 6-mile time among NAIA runners. Season marks were 1:55.2 in 880, 4:11.2 in mile, 8:58.4 in 2-mile, 13:59.7 in 3-mile and 28:20.6 in 6-mile. Scored 15 points, with firsts in mile and 3-mile and fourth in 880.

Perseal King, junior from Seattle: Performed in every event coaches requested and gave his best. Season bests were 21-3 in long jump, 6-2 in high jump, 46-7½ in triple jump (a conference record) and 11-9 in pole vault. Scored 9½ points, with a first in triple jump and tie for fifth in high jump.

Brad Nave, junior from Spokane Valley: Season bests were 46-10 in shot put and 162-6 in discus. Could place in national meet in discus. Scored 8 points with first in discus.

Fulton — Continued

human development programs. The assumption here has been that the programs which have been offered as a means of "facilitating human development" were sufficient or effective. In some cases, they have been both. In others they are little of either.

Perhaps the greatest asset of Whitworth is its acceptance of and readiness for change.

Whitworth must grow by faith. Whitworth must meet the challenges of the unknown future, and be allowed to make mistakes while feeling its way ahead. Whitworth must be as ready to learn as the students it serves.

NEWSMAKERS

Bill Starr, national president of Young Life, delivered the Staley Distinguished Christian Scholar Lectures April 18-20 during Focus Days at Whitworth. His Forum talks were entitled "The Value of Life," "The Quality of Life," and "Christ the Radical." He also addressed students in dorm lounges and met individually with students during the four days.

Albert Arend, Whitworth trustee for 47 years and chairman of the board for 12, was honored by more than 300 friends and associates at a recognition dinner April 14 in Spokane. Former Whitworth President Dr. Mark Koehler and many others lauded Albert for his leadership, faithfulness and constancy.

Dr. Clyde Matters, associate professor of education, has been named president-elect of Hastings College in Hastings, Nebraska.

Larry Pilcher, associate track coach, cross country coach and director of church relations, has accepted a position as principal of Donald Rheem Elementary School in Moraga, California.

Dr. Glen P. Erickson and **Dr. Howard M. Stien** have been promoted to full professor, while **Dr. Phil W. Eaton**, **Walter B. Grosvenor**, **Jacqueline L. Fick**, **Nicolin P. Gray**, **Albert C. Gunderson**, **Dr. Norman A. Krebs**, **Shirley S. Richner** and **George E. Weber** were promoted to associate professor.

Mrs. Erika Birnbaums, assistant professor of modern languages since 1957, and **Mrs. Ina Henefer**, reference librarian, who served Whitworth from 1950-60 and since 1964, have announced their retirements.



Most of the year, these three distance aces led the pack. Pictured during the district track meet are Bob Isitt, Tom Hale and Jim Isitt.

Reaction — Continued

Even those who voiced vigorous support for the human development concept cautioned that success would result only from total faculty involvement.

In short, there is no single opinion which typifies the Whitworth community's response to the central planning committee's report. And, although many were critical, opposition was not aimed at the conclusions or recommendations spelled out in the lengthy document. Nearly all associated with Whitworth are apparently reconciled that the college must change.

The intention of the planning committee is to draw more and more people into the planning function, where they will become a powerful unifying and galvanizing force as Whitworth strives to fulfill its stewardship responsibility in preparing students for the world of the future.

Dr. Simpson — Continued

Thus, I feel that Whitworth — as a first-rate college, motivated by the love of Christ, and devoted to effective learning and sharing — might well bring about a high degree of human growth without ever really feeling that personal development was the agenda of the moment.

We can extol the process of human development and extend it to more persons, I suspect, simply by facilitating our work together in some basic commitments that we can believe in. To do so we must provide diversity of approaches and means.

Realistic Pursuit

This is what I like best about the concept of a human development center. It provides a much more realistic way for all of us as members of the campus community to pursue some good objectives and to engage with others in that pursuit.

My greatest reservation about what the center might become arises from the thought that we might enter into it with such self-consciousness about human development that we would not realize the unconscious variety that is so important to me.

But our committee has only begun to work, and the many persons on our campus who will be central in the whole activity are just beginning to become involved. I feel confident that we shall find resolution for the problems that I see, and that once again the group activity will bring for me not only the desirable union with other people but also the discovery of a plan that is better than what any one of us might conceive.

Borrevik Chosen Athletic Director

Berge A. Borrevik, Jr., a 37-year-old instructor in physical education at the University of Oregon, has been named director of athletics and track coach at Whitworth.

Borrevik will relieve chaplain Duncan Ferguson of the interim director post in July when he completes work on a doctorate in physical education administration.

Dr. Ferguson said Berge was chosen especially because "he strongly believes in the Christian theme and the 'new' philosophy of athletics which stresses participation in terms of benefitting the health and total development of students."

"Berge is in close touch with this new direction in athletics which doesn't measure success entirely in terms of winning seasons, but goes on to ensure that the athletic program meets the needs of all students, giving them personal satisfaction and assisting in their maturation."

Borrevik received his bachelor's degree in 1957 and his master's in 1962, both at Oregon, then went on to coach at the high school, junior college, and university levels. He also was an athletic director at Mid-Pacific Institute in Honolulu and at Southwest Oregon Community College.

He is an elder and session member at Central Presbyterian Church in Eugene, and he and his wife, Julie, have three children.

Dr. Cunningham — Continued

the committee made about the future should not be glibly passed over. One hopes the assumptions of the planning effort are valid. And — even more important — one hopes that no major omissions were made.

— Human development is the catchall title used to signify Whitworth's new emphasis. There is great risk in concentrating all our energies in that direction or any other single direction, even though such an effort might enable Whitworth to "make it big" if all goes well. From this vantage point it's difficult to know if the goal is to make human development the integrative factor of all our programs or the major objective. The integrative approach seems more desirable.

— What happens to academics now? We must ask if real academic quality can be maintained while we stress a human development program. Educational history is replete with examples of schools that have departed from a central aca-

First Place Tie to Late Blooming Baseball Team

After maturing in mid-season, the Whitworth baseball team under first-year coach Spike Grosvenor won 11 of its last 15 games, including 10 of 12 league contests and a victory over the NCAA's nationally ranked WSU team.

The spurt brought a tie for the conference crown (5 of the 6 league losses were by one run). The over-all record was 16 wins and 15 defeats, including 8 losses to NCAA schools.

Standouts for the Pirates were:

Rick Hansen, junior pitcher from Mead: Won 7 and lost 2 while building an 0.71 ERA. Won most valuable player award and was named to all-conference team.

Rod Taylor, junior pitcher from Alberta, Canada: Won 3, lost 3, with ERA of 1.75 in league play, but picked up 3 saves in last 6 days of season. Won team inspirational award.

Rob Steidl, sophomore 1st sacker from Spokane, and **Bob Wellman**, junior outfielder from Spokane, co-winners of most improved player award.

Steve Rasmussen, sophomore shortstop from Spokane Valley: Led team in most offensive categories.

Greg Hatch, sophomore outfielder from Spokane Valley: Had great hitting sprees against defending NAIA champs (Linfield) and Pacific Lutheran.

Rick Bravo, senior catcher from Sunnyside, Calif., and **Bob Slater**, senior 2nd baseman from Mead: Only seniors on team. Both valuable, versatile players.

Trustees Listed

Pictured with President Edward B. Lindaman, Synod Executive William Rasco, and Associate Synod Executive William Kelly on page 1 are the following trustees: Front row (left to right): William Lindsay, Jack Orr, Rasco, Ina Johnston, Evelyn VanPatten, Charles Lyon, and Raymond Moody. Second row: Ernest Baldwin, Richard Langford, Jack Bills, Werner Rosenquist, Bob Davis, Eleanor Chase, Dorothy Dixon, Thomas Thompson, and chairman Kenneth Myers. Third row: Fred Neale, Ingwer Thomsen, Michael Anderson, Carroll Hull, Martin Polhemus, Albert Howell, Haydn Morgan, Frank Burgess and Loren Jones. Back row: Harvey Frazier, Lindaman, Bill Yinger, Wendell Satre, Kelly, Albert Arend, Herbert Hamblen, and C. Davis Weyerhaeuser. Not pictured are life members C. E. Polhemus and David Jones, and trustees Jack Hatch, William Richter, George Rodkey, George Flanagan, Keith Murray, and Arthur Symons, Jr.

demical calling for some worthy and intriguing innovation. The planners seem to have been aware of the need to remain academically viable; we can be thankful for that. It's a great challenge to meet both academic and human development objectives, but if any institution can do it, we can.

— The idea of developing the whole person is not new. The Greeks tried it in their way. Medieval Christendom accepted the same challenge, and yet eventually failed quite miserably. Many in our day also have ventured in this direction with varying degrees of success. Apparently, however, no Christian college has put the pieces together in quite this way in our generation. The ideal is challenging and worthy of the best we have to offer.